



Charleston Charter School For Math And Science

1002 King Street
Charleston, South Carolina

Grades	6-9 Middle School	
Enrollment	183 Students	
Principal	David Colwell	843-720-3085
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

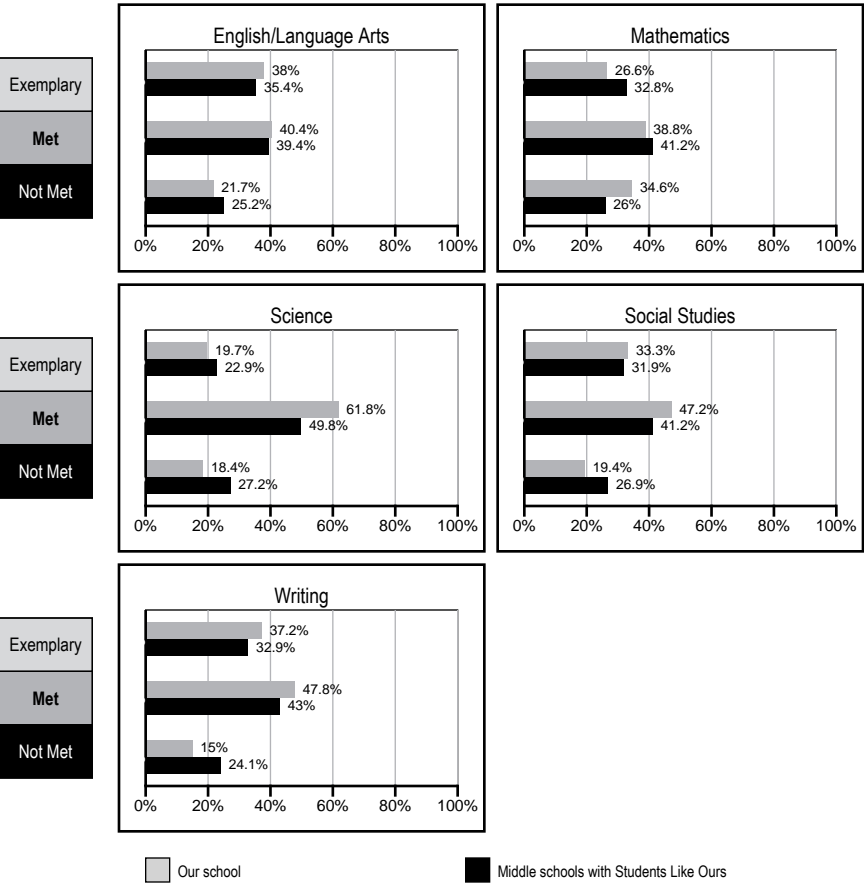
80.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	28	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	85.0%	98.3%
English 1	N/A	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	85.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=183)				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	N/R	24.0%	21.6%
Retention rate	1.1%	N/A	1.0%	1.2%
Attendance rate	96.1%	N/A	96.0%	95.9%
Eligible for gifted and talented	0.0%	N/A	19.6%	14.8%
With disabilities other than speech	2.7%	N/A	11.4%	12.6%
Older than usual for grade	1.6%	N/A	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.8%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	68.2%	N/A	56.6%	56.9%
Continuing contract teachers	50.0%	N/A	76.5%	72.7%
Teachers with emergency or provisional certificates	7.1%	N/A	5.6%	5.3%
Teachers returning from previous year	N/A	N/A	85.3%	82.9%
Teacher attendance rate	100.0%	N/R	95.2%	95.2%
Average teacher salary*	\$40,226	I/S	\$46,785	\$46,599
Professional development days/teacher	8.9 days	N/R	10.4 days	10.8 days
School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	15.0 to 1	N/R	21.8 to 1	20.1 to 1
Prime instructional time	96.1%	N/R	90.0%	89.9%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	98.7%	97.8%
Character development program	Average	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$6,884	\$7,645
Percent of expenditures for instruction**	N/A	N/A	65.1%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	57.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

CCSMS opened on August 19, 2008 with some 177 students in grades 6 – 9 (6th, 7th, 8th 40 students each; 9th 57 students) and ended the year with 183 students. The faculty included 12 full time teachers and five part time teachers. The school was within the charter requirement that at least 75% of the full-time faculty be certified. All teachers were Highly Qualified as required. A standard middle school curriculum was supplemented with high school credit courses in Algebra I, Spanish, and French. Art and music classes were led by artists-in-residence. Sixth grade students also took one class period of Engineering each week. A Winter Mini-Semester was held in which students engaged in and presented multidisciplinary projects.

Ninth graders enrolled in Biology, Algebra 1 or Geometry, English, Global Studies, Spanish or French, and PE. Career Cluster classes included PLTW Engineering, PLTW Biomedical, and International Business.

Students in grades 7 – 9 participated in a 30-minute daily advisory. Several field trips were taken as well as weekly walks to Hampton Park. The guidance counselor organized numerous student groups. An after-school activity period comprised clubs ranging from journalism to Lego Robotics to Student Government as well as study sessions, athletics, band, and chorus. A before-school program was also available for students arriving early. These were coordinated and led by staff and the Boys and Girls Club. Extracurricular activities included pep rallies, a Field Day, and student-faculty games and culminated in an Earth Day Celebration for which the school won first place in the City Clean Sweep Competition.

An athletic program was implemented and teams in basketball, tennis, golf, and soccer participated at the junior varsity and middle school level. CCSMS is a member of the SCHSL. The Athletic Booster Club held several fund-raising activities.

The school implemented a campus-wide wireless network and each classroom has a Smartboard and has at least one desktop computer. The school has four classroom sets of 20 laptop computers. All full-time teachers have a laptop. The school has email for all staff and students, a school website with assignments posted, and parent and student access to an online gradebook.

The school held several Family Faculty Nights for current families and held outreach and recruitment sessions in feeder schools and the community. A lottery was held in January to select new students for 2009-2010.

The student population is projected at 300 students in grades 6-10 for 2009-2010.

The greatest success for the school was getting through the year and having almost all faculty returning and ready to engage in the project-based curriculum at the school and continue the mission of growing a school that is rigorous, challenging, and meeting the needs of the students. The greatest challenge has been implementing quality education that is based on a student's responsibility for and engagement in his/her own learning.

Peter Smyth, Principal

Park Dougherty, Board President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	0	0
Percent satisfied with learning environment	100.0%	N/R	N/R
Percent satisfied with social and physical environment	90.0%	N/R	N/R
Percent satisfied with school-home relations	90.0%	N/R	N/R

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.1%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	123	100	17.9	42	40.2	91.1	84.9	82.8	Yes	Yes
Gender										
Male	73	100	19.4	38.8	41.8	92.5	81.8	79.3	N/A	N/A
Female	50	100	15.6	46.7	37.8	88.9	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	49	100	7.1	33.3	59.5	97.6	95.8	89.5	Yes	Yes
African American	65	100	27.4	50	22.6	85.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	49	100	33.3	53.3	13.3	80	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	123	100	25	49.1	25.9	83.9	81	78.9	Yes	Yes
Gender										
Male	73	100	20.9	44.8	34.3	85.1	79.3	77	N/A	N/A
Female	50	100	31.1	55.6	13.3	82.2	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	49	100	16.7	40.5	42.9	88.1	94.6	87.2	Yes	Yes
African American	65	100	33.9	54.8	11.3	79	67.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	49	100	40	46.7	13.3	71.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	81	100	18.4	61.8	19.7	81.6	68.9	67.5
Gender								
Male	47	100	13.6	61.4	25	86.4	68.2	67
Female	34	100	25	62.5	12.5	75	69.6	68
Racial/Ethnic Group								
White	30	100	10.7	57.1	32.1	89.3	90.4	79.5
African American	46	100	25	61.4	13.6	75	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsized meals	35	100	21.9	71.9	6.3	78.1	50.2	55.1

Social Studies								
All Students	80	100	19.4	47.2	33.3	80.6	76.8	72.3
Gender								
Male	45	100	17.1	43.9	39	82.9	75.3	71.5
Female	35	100	22.6	51.6	25.8	77.4	78.4	73.2
Racial/Ethnic Group								
White	30	100	8	40	52	92	91.5	80.7
African American	45	100	27.9	48.8	23.3	72.1	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsized meals	34	100	28.1	56.3	15.6	71.9	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	125	98.4	14.3	48.2	37.5	85.7	74.1	70.2	95.8	96
Gender										
Male	75	98.7	19.1	45.6	35.3	80.9	67.8	63.2	95.4	95.9
Female	50	98	6.8	52.3	40.9	93.2	80.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	49	100	2.4	50	47.6	97.6	90.4	79.1	94.7	95.9
African American	67	97	22.6	48.4	29	77.4	59.2	57.6	96.3	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.2	92.9	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	62.6	98.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	99.1	95.8
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	29.6	26.1	97.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96	96.5
Socio-Economic Status										
Subsidized meals	51	96.1	22.7	54.5	22.7	77.3	59.1	58.9	95.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	43	100	22.5	30	47.5	77.5
	7	38	100	16.7	52.8	30.6	83.3
	8	42	100	13.9	44.4	41.7	86.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	43	100	30	37.5	32.5	70
	7	38	100	19.4	63.9	16.7	80.6
	8	42	100	25	47.2	27.8	75
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	22	100	19	61.9	19	81
	7	38	100	13.9	72.2	13.9	86.1
	8	21	100	26.3	42.1	31.6	73.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	21	100	21.1	63.2	15.8	78.9
	7	38	100	25	38.9	36.1	75
	8	21	100	5.9	47.1	47.1	94.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	44	97.7	10	47.5	42.5	90
	7	39	97.4	13.9	52.8	33.3	86.1
	8	42	100	19.4	44.4	36.1	80.6

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